

CALIFORNIA STATE UNIVERSITY, FRESNO
Department of Communicative Disorders and Deaf Studies
CDDS 278: Application of Theory into Practice in Deaf Education Settings, Fall 2013
3 Units – Credit/Non-credit

University Supervisor: Nan Barker

E-mail: nanb@csufresno.edu

Dept Address: California State University, Fresno
CDDS Department
5310 N Campus Dr M/S PH 80
Fresno, CA 93740

Phone: (559) 278-6940

FAX: (559) 278-5187

Office hours can be arranged as a phone, Skype, videophone or face to face appointment. Email to set up an appointment.

The California Commission on Teacher Credentialing (www.ctc.ca.gov) has established guidelines for Education Specialist: Deaf and Hard of Hearing (DHH) Clear Credential. Teachers must obtain a Clear DHH credential within five years after receiving a Preliminary Education Specialist: Deaf and Hard of Hearing credential. <http://www.ctc.ca.gov/credentials/leaflets/cl808c.pdf>

Course Description

This course provides supervised field experience working with students who are deaf or hard of hearing with an emphasis on the integration of applied research and theory into practice. Clear DHH credential candidates will develop an induction plan (IIP) with collaborative support from the university supervisor, and school district support provider where the candidate is employed.

Prerequisites

Successful completion of the Fresno State requirements for the Preliminary Education Specialist Credential and receipt of the credential.

Application to the Communicative Disorders and Deaf Studies Department (CDDS) Clear Education Specialist: Deaf and Hard of Hearing credential program

Verification of employment in a deaf education position or acceptable placement in a DHH classroom to complete the requirements for the Clear credential program.

A letter of recommendation from the supervising administrator of the employing district recommending the candidate to the Fresno State Clear Education Specialist: DHH credential program.

Required Readings

Diaz-Rico, L. (2012). *Strategies for Teaching English Learners 3rd Ed* Pearson

Journal of Deaf Studies and Deaf Education, Oxford University Press, available online

Recommended Reading

Marschark, M. & Spencer, P. (2010). *The Oxford Handbook of Deaf studies, Language, and Education, Vol 2*. New York, NY: Oxford University Press.

Student Outcomes

Credential candidates will increase knowledge of professional issues in deaf education through participation in online discussions, blogs, and readings.

Credential candidates will design an Individual Induction Plan (IIP) with the support of a University Supervisor and DHH Support Provider in the area of employment.

Credential candidates will complete modules of the Formative Assessment for California Teachers (FACT) utilizing the plan→teach→reflect→apply process.

Credential candidates will create an electronic professional portfolio to demonstrate learning in the Induction program.

Credential candidates will participate in Deaf Community activities in the area of employment or placement.

Credential candidates will self-evaluate their teaching skills with children who are deaf or hard of hearing.

Course Assignments

1. Identify a DHH Support Provider and Request Approval

Students will work with their employer to select a DHH Support Provider and request a resume or VITA. Submit the DEAF EDUCATION SUPPORT PROVIDER APPROVAL form and Support Provider resume or VITA for approval.

The responsibilities of the District Support Provider include the following:

- Meet regularly with the teacher participating teacher to review his/her progress on Induction Plan.
- Assist the participating teacher in reflecting on his/her practice by discussing instructional practices and collaborating with him/her on ways s/he can apply principles and strategies developed in the Level I/Preliminary program.
- Observe the participating teacher in action in the classroom.
- Work closely with the participating teacher's university supervisor to ensure that the new teacher is making progress toward achieving Clear Credential goals.
- Sign-off on all needed forms during the participating teachers' Clear Credential enrollment.

Qualifications

The qualifying criteria for the support provider as established by the California Commission on Teacher Credentialing (CCTC) are:

- Credential licensed staff member of a public or private school;
- At least three years of successful teaching experience in special education;
- Knowledge of curriculum/adaptations to meet students' needs;
- Leadership skills;
- Willingness to participate in support provider/assessor training;
- Willingness to discuss and share instructional ideas and materials;
- Effective interpersonal skills and willingness to work collaboratively;
- Demonstrated commitment to own professional growth and learning;
- Willingness to provide support activities that are balanced to address the full range of teaching responsibilities;
- Knowledge of effective strategies to teach students from diverse populations.

A participating teacher's support provider must be a person other than the participating teacher's principal or immediate supervisor.

2. Sign-up for New Teacher support program with employer.

3. Complete FACT modules with the support of the University Supervisor and DHH Support Provider.

FACT modules are available online at (<http://ca-btsainduction.org/formative-assessment-california-teachers>) Each module builds on the previous module in a two year cycle of continuous improvement. Instructions for completing the required forms are provided for each module. Completed forms will be added to the Professional Portfolio.

FACT System Modules

Context for Teaching and Learning <http://ca-btsainduction.org/fact/modules/context>

Assessment of Teaching and Learning <http://ca-btsainduction.org/fact/modules/assessment>

Inquiry into Teaching and Learning <http://ca-btsainduction.org/fact/modules/inquiry>

Reflections on teaching and Learning <http://ca-btsainduction.org/fact/modules/summary>

4. Complete online CDDS 278 Blackboard modules in Ethical Principles and Least Restrictive Environment for Students who are Deaf or Hard of Hearing

Review the CEC Ethical Principles for Special Educators. Write a brief summary that can be used as a daily reminder of ethical principles.

http://www.cec.sped.org/AM/Template.cfm?Section=Ethics_and_Practice_Standards

Read articles posted and contribute to group discussions of case management, IFSP/IEP and transition planning teams, advocacy, consultation and collaboration, co-teaching for children who are deaf or hard of hearing. Create a group electronic presentation summarizing research and online discussions.

5. Review CDE website for updates on English Learners

Include updated information in lesson planning for FACT modules.

6. Design Individual Induction Plan

Credential candidates will design an IIP based on the recommendations noted in the Transition Plan from the preliminary credential program and based on their Summary of Teaching and Learning following completion of FACT system modules. Use the EDUCATION SPECIALIST: DHH INDIVIDUAL INDUCTION PLANNING GUIDE to document your planning process. Record resources consulted in the PROFESSIONAL RESOURCES table.

7. Professional Development Activities

Credential candidates will attend professional trainings, workshops, or conferences in the areas of interest or areas noted as needing additional training in the IIP planning process. A total of 40 hours is required for the entire IIP process. For the CDDS 278 course 8 hours of professional training is required and will be documented on the NON-UNIVERSITY ACTIVITY form. The training is intended to inform the credential candidate as part of the continuous improvement cycle of the FACT system modules. The NON-UNIVERSITY form will be included in your professional portfolio under Standard 7 Professional Development

8. Deaf Community Activities

Credential candidates will complete 10 hours of involvement with the Deaf community and document the hours on the NON-UNIVERSITY ACTIVITY form for Standard 7 Professional Development.

9. Self-evaluation

Credential candidates will make a recording of themselves teaching a lesson and evaluate themselves using the TEACHING EVALUATION CLEAR CREDENTIAL CANDIDATE: DHH

10. University Supervisor visit

Credential candidate will make arrangements for the university supervisor to observe a lesson.

11. Professional Portfolio

Credential candidates will create an electronic professional portfolio to document learning in the Induction Program. The portfolio will be started in CDDS 278 and completed in CDDS 279. Use the following format for the portfolio:

SECTION I:

Cover page

Table of Contents

Recommendation Letter from District for Clear Credential Program

Initial Verification of Employment or Request for Placement

Academic and Teaching experience

SECTION II (Divided by Clear Credential Standard)

Standard 1 – Program Rationale and Design

Professional Resources

FACT A-1.1 FACT A-2 FACT A-3

Standard 2 – Communication and Collaboration

FACT A-4 FACT A-5 FACT A-6

FACT Conversation E-3.1

Standard 3 – Support Providers and Professional Development Providers

Support Provider request

Support Provider VITA or resume

FACT B-2 FACT B-3 FACT B-4

Standard 4 – Formative Assessment

FACT C-2 FACT C-3 FACT C-4 FACT C-5 FACT C-6 FACT C-7

FACT C-8

University Supervisor Evaluation

Candidate Self-Evaluation

Standard 5 Pedagogy

FACT D-1

FACT E-2.5 FACT E-2.7 FACT E 3.5

Standard 6 – Universal Access: Equity for all Students

CEC Ethical Principles Summary Statement

FACT E-2.6

FACT Conversation 3.6

Teaching English Learners

FACT E-2.6a

FACT Conversation E-3.6A

Teaching Special Populations

FACT E-2.6b

FACT Conversation E-3.6b

Standard 7– Professional Development Options for Education Specialists

Non-University Activities

IIP Signature Page

Method of Grade Determination	Points
On-Site (university) meeting	10
Online communications and review of IIP	10
Readings and Blackboard participation	10
FACT Modules	30
IIP Planning form	10
Professional Development (8 hrs min)	10
Deaf Community (10 hours min)	10
Self-Evaluation	10
Total	100

Grading Scale: Credit/Non-Credit: Credit: 85 plus points; Non-Credit: 84 or less points

University Policies

Students with Disabilities:

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Computers:

At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources.

Cheating and Plagiarism:

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations)

Disruptive Classroom Behavior:

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

Copyright policy:

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page:

<http://www.csufresno.edu/library/about/policies/copyrtpolicyfull.pdf>

Blackboard course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

Honor Code:

Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

For more details, please check out APM-236 for the complete text of the Honor Code.

<http://www.csufresno.edu/aps/documents/apm/236.pdf>

Department Mission Statement

The mission of the Department of Communicative Disorders and Deaf Studies at California State University, Fresno is to disseminate knowledge and train professionals in speech-language pathology, audiology, deaf education, and interpreting who will provide quality service to the public. The Department will accomplish this mission by providing a stimulating learning environment for enhancing personal and educational development, promoting understanding of people of various cultures, and offering opportunities for research and scholarship in communicative disorders and deaf studies.

California State University, Fresno
Department of Communicative Disorders and Deaf Studies
EDUCATION SPECIALIST: DEAF AND HARD OF HEARING CREDENTIAL

I. Introduction

The California Commission on Teacher Credentialing (CCTC) is a State agency that establishes requirements for credentials that authorize public school teaching (www.ctc.ca.gov). An Education Specialist: Deaf Hard of Hearing (DHH) Credential authorizes the holder to teach individuals who are deaf or hard of hearing from birth through age 22. <http://www.ctc.ca.gov/credentials/leaflets/cl808c.pdf>

All requirements for the Preliminary Level Education Specialist: DHH Credential must be satisfied prior to beginning a Clear Credential program. California State University, Fresno requires equivalent coursework to the Fresno State Preliminary Credential program also be completed before enrolling in Clear credential coursework. The Clear Education Specialist; DHH credential program features close cooperation between the university and the employing school district. Credential candidates employed with a Preliminary Education Specialist: Deaf and Hard of hearing credential are required to enroll in an Education Specialist: DHH Clear credential program within 60 days of employment as a teacher of deaf students. All Fresno State Clear DHH credential coursework will be completed with one visit to the campus for each CDDS course. Clear DHH credential candidates will participate in online activities.

II. CCTC Requirements for the Clear Education Specialist: DHH Credential

Applicants must satisfy all of the following requirements within a five year period:

- A. Complete an individualized induction plan (IIP) designed in collaboration with your employer and a California college or university with a Commission-accredited education specialist program in the area listed on your Preliminary DHH credential.
- B. CPR certification must be current
- C. Obtain the formal recommendation for the credential by the university or district program where your individualized induction plan was completed

Reference: California Education Code, Sections 44225, 44265, and 44265, and Title 5, California Code of Regulations, Section 80463.5 through 80048.6

III. Fresno State requirements for Clear Education Specialist: DHH Credential for those with a Preliminary Credential from Fresno State

- A. Enroll in and successfully complete CDDS 278 Application and Theory into Practice in Deaf Education (3 units).
- C. Enroll in and successfully complete CDDS 279 Induction Plan Based Field Experience in Deaf Education Settings (3 units).
- D. Current CPR certification

IV. For Level II candidates who have not completed their Preliminary DHH Credential program at Fresno State:

- A. Provide CSUF Clear Education Specialist: DHH credential advisor a copy of transcripts from all colleges and universities attended and a copy of the Preliminary Education Specialist: DHH credential.
- B. Meet with CSUF Clear Education Specialist: DHH credential advisor to review transcripts and determine prerequisite courses to be completed before enrolling in CDDS 278 and CDDS 279. Prerequisite classes may be available through the Internet.
- C. Apply to the CDDS Department as a Clear Education Specialist: DHH Credential student.
- D. After completion of prerequisite graduate courses, enroll and complete CDDS 278 Application and Theory into Practice in Deaf Education and CDDS 279 Induction Plan Based Field Experience in Deaf Education.

V. University enrollment policies

- A. If a student has not been enrolled at CSUF consecutive semesters, the student may apply to the CDDS Department and Open University Clear Education Specialist: DHH Credential student.
- B. Students who have completed their MA degree will not need to reapply to the university before taking CDDS 278, if the course is taken in the semester immediately following completion of the MA degree.

VI. Program sequence

A. First semester of employment. (Within 60 days of employment)

1. Submit copy of Preliminary Education Specialist: DHH credential and department application for the Clear Education Specialist: DHH credential program.
2. Register for CDDS 278 through Open University (<http://www.fresnostate.edu/cge/openuniversity>)
3. Pay fees. Begin working on your Individual Induction Plan (IIP) and professional portfolio. You may be required to come to the university 1-2 times during the semester. Other course requirements can be completed within the district where you are working.

B. Second and third semester of employment

1. Continue working to satisfy requirements for the IIP with your support provider in the district where you are hired.
2. Continue compiling your professional portfolio.
3. Email Deaf Ed faculty to notify them when you are intending to take CDDS 279.

C. Fourth semester of employment or within 5 years

1. Enroll in CDDS 279: Induction Plan Based Field Experience in Deaf Education Settings. (<http://www.fresnostate.edu/cge/openuniversity>) You may be required to come to the university 1-2 times during the semester. Other course requirements can be completed within the district where you are working.
2. Complete IIP professional portfolio.
3. Upon completion of CDDS 279 course and IIP, professional portfolio, apply for the Clear Education Specialist: DHH credential through the credentialing office at Fresno State.
4. Include filing fee with credential application.

For further information regarding the Education Specialist: Deaf and Hard of Hearing Clear credential, please contact the Deaf Education department office (559) 278-2423.

APPLICATION FOR DEAF ED CLEAR CREDENTIAL PROGRAM

Department of Communicative Disorders and Deaf Studies
California State University, Fresno
Fresno, CA 93740-8019
(559) 278-5187 (FAX)
(559) 278-2423(VOICE)
(559) 478-2788 (866) 957-9016 (VP)

NAME _____ DATE _____

STUDENT ID # _____

ADDRESS _____

MAILINGADDRESS (If different) _____

TELEPHONE: HOME: () _____ FAX: () _____

E-MAIL ADDRESS: _____

EMPLOYER: _____

SUPERVISOR: _____

SCHOOL SITE ADDRESS _____

TELEPHONE: WORK: () _____ FAX: () _____

YEARS OF EMPLOYMENT IN A SCHOOL DISTRICT AFTER COMPLETING LEVEL I CREDENTIAL _____

I have completed the following: Date Granted

Level I D/HH Credentia 1 _____ _____

MA Degree _____

Multiple Subjects Credential _____ _____

Other CA Credential _____ _____

DO NOT WRITE BELOW THIS LINE

Received: Dept. Application _____

Final Recommendation after review by faculty: Accepted _____ Denied _____

Deaf Ed Graduate Program Coordinator: _____

DEAF EDUCATION SUPPORT PROVIDER APPROVAL FORM

Department of Communicative Disorders and Deaf Studies

California State University, Fresno

Fresno, CA 93740-8019

(559) 278-5187 (FAX)

(559) 278-2423(VOICE)

(559) 478-2788 (866) 957-9016 (VP)

PRACTICING TEACHER _____ DATE _____

SUPPORT PROVIDER NAME _____

SUPPORT PROVIDER EMAIL _____

SUPPORT PROVIDER OFFICE TELEPHONE: _____

SUPPORT PROVIDER FAX () _____

SUPPORT PROVIDER WORK SITE ADDRESS _____

Submit this form and a copy of your support providers VITA or resume for University approval within the first three weeks of the semester.

DO NOT WRITE BELOW THIS LINE

Received: Support Provider VITA or resume _____

Final Recommendation after review by faculty: Accepted _____ Denied _____

Deaf Ed Graduate Program Coordinator: _____

VERIFICATION OF EMPLOYMENT
EDUCATION SPECIALIST: DEAF AND HARD OF HEARING
(Initial verification, CDDS 278)

1. Personal Information

Applicant's Full Legal Name: _____

CSUF Student ID _____

**Attach a copy of Preliminary Level I Education Specialist Credential or a Certificate of Eligibility.*

2. Employing Agency

Title of Position: _____

Date of Initial Employment: _____

Name of Employing Agency: _____

Mailing Address: _____

City: _____ State _____ ZIP _____

County of Employment: _____ Phone: () _____

Name of Immediate Supervisor: _____

Position: _____

Printed Name of Employer or Designee

Title

3. Plan for developing the Individualized Induction Plan

Support Provider (not principal or supervisor) Assigned to Credential Holder: _____

Position of Support Provider: _____

Employing Agency: _____

Institution Selected for Development of Individualized Induction Plan and

Completion of Professional Level II Program: _____

**REQUEST FOR CLEAR EDUCATION SPECIALIST PLACEMENT
EDUCATION SPECIALIST: DEAF AND HARD OF HEARING**

(Required if not employed prior to enrollment in CDDS 278)

1. Personal Information

Applicant's Full Legal Name: _____

Fresno State Student ID _____

**Attach a copy of Preliminary Level I Education Specialist Credential or a Certificate of Eligibility.*

2. Placement Request

Name of DHH teacher requested: _____

Email address of DHH teacher _____

Name of DHH Teacher's Employer: _____

Name of DHH Teacher's Immediate Supervisor: _____

Position of supervisor _____

Email address of Supervisor _____

Name of school site: _____

Address of requested site : _____

City: _____ State _____ ZIP _____

3. Plan for developing the Individualized Induction Plan

Write a brief description of how *demonstration of effective teaching* will occur in the requested setting

Signature of Candidate

Date

SUPPORT PROVIDER EVALUATION DEAF EDUCATION
Department of Communicative Disorders and Deaf Studies
California State University, Fresno

PARTICIPATING TEACHER _____

BTSA SUPPORT PROVIDER _____

SCHOOL SITE _____

SUPPORT PROVIDER PHONE/EMAIL _____

CIRCLE ONE: CDDS 278 CDDS 279 SEMESTER: _____

Please evaluate the support you received from your Support Provider.

Response Legend: 1=Never 2=Rarely 3=Sometimes 4=Frequently 5=Always

	Never	Rarely	Sometimes	Frequently	Always
My support provider created opportunities for me to express my difficulties and concerns.	1	2	3	4	5
My support provider was helpful and sincere when expressing interest in my professional improvement and growth.	1	2	3	4	5
My support provider made comments that were specific enough to be useful in improving my teaching.	1	2	3	4	5
My support provider based observation comments on evidence from my teaching and classroom environment.	1	2	3	4	5
My support provider provided me with feedback after observations.	1	2	3	4	5
Supervision and feedback from my support provider helped increase the effectiveness of my teaching.	1	2	3	4	5
My support provider worked with me to identify goals and create my induction plan.	1	2	3	4	5
My support provider helped me identify professional development opportunities.	1	2	3	4	5
My support provider helped me identify school and district resources.	1	2	3	4	5
When needed, my support provider used his/her knowledge and experience to provide guidance and assistance (e.g. in effective teaching practices, dealing with challenging situations or students, finding resources, curriculum related issues).	1	2	3	4	5
My support provider was accessible in person, by phone, or by e-mail.	1	2	3	4	5
My support provider's assessment of my teaching was knowledgeable and fair.	1	2	3	4	5

BTSA SUPPORT PROVIDER EVALUATION
Department of Communicative Disorders and Deaf Studies
California State University, Fresno

PARTICIPATING TEACHER _____

BTSA SUPPORT PROVIDER _____

SCHOOL SITE _____

SUPPORT PROVIDER PHONE/EMAIL _____

CIRCLE ONE: CDDS 278 CDDS 279 SEMESTER: _____

Please evaluate the support you received from your Support Provider.

Response Legend: 1=Never 2=Rarely 3=Sometimes 4=Frequently 5=Always

	Never	Rarely	Sometimes	Frequently	Always
My support provider created opportunities for me to express my difficulties and concerns.	1	2	3	4	5
My support provider was helpful and sincere when expressing interest in my professional improvement and growth.	1	2	3	4	5
My support provider made comments that were specific enough to be useful in improving my teaching.	1	2	3	4	5
My support provider based observation comments on evidence from my teaching and classroom environment.	1	2	3	4	5
My support provider provided me with feedback after observations.	1	2	3	4	5
Supervision and feedback from my support provider helped increase the effectiveness of my teaching.	1	2	3	4	5
My support provider worked with me to identify goals and create my induction plan.	1	2	3	4	5
My support provider helped me identify professional development opportunities.	1	2	3	4	5
My support provider helped me identify school and district resources.	1	2	3	4	5
When needed, my support provider used his/her knowledge and experience to provide guidance and assistance (e.g. in effective teaching practices, dealing with challenging situations or students, finding resources, curriculum related issues).	1	2	3	4	5
My support provider was accessible in person, by phone, or by e-mail.	1	2	3	4	5
My support provider's assessment of my teaching was knowledgeable and fair.	1	2	3	4	5

Clear Education Specialist: Deaf and Hard of Hearing Credential

PROFESSIONAL RESOURCES

Standard 1

Professional Goal	Web address/Contact Info	Notes:

EDUCATION SPECIALIST:DHH INDIVIDUAL INDUCTION PLANNING GUIDE - CLEAR CREDENTIAL

DHH Clear Credential Candidate:

	Reflection Planning Prompt	Teaching or Professional Goal	Resources to Access	Action Taken (Include reference to Non-University Activities in Standard 7 Professional Development)	Evidence of Implementation in Classroom or Professional Role
Pedagogy					
Universal Access: DHH students with Special Needs					
Universal Access: DHH Students Communication Plan					
Universal Access: Candidate Personal Communication					
Collaboration, Consultation, and Co-teaching in the Least Restrictive Environment for Students who are Deaf or Hard of Hearing					
Professional Development					

Write a 2-3 paragraph summary of your learning through your Individual Induction Plan

Clear Education Specialist: Deaf and Hard of Hearing Credential

NON-UNIVERSITY ACTIVITY

Participating Teacher _____

Topic of Activity _____

Sponsoring Agency of Activity: _____

Title of Activity: _____

Dates: _____ Times: _____

Location: _____

Address: _____

Names of Presenters: _____

Number of Hours: _____

Bulleted Notes of Key Learning Points: (A descriptions of the information presented)

- -
- -
- -
- -
- -
- -

Application to current DHH teaching responsibilities OR Application to a future DHH position (one paragraph)

TEACHING EVALUATION CLEAR CREDENTIAL CANDIDATE - DHH
California State University, Fresno
Department of Communication Disorders and Deaf Studies

___ CDDS 278 ___ CDDS 279

Participating Teacher _____ Date _____

Location _____ Grade Level/Subject _____

University Supervisor _____

Person Completing Form: University Supervisor Participating Teacher (self-evaluation)

Performance Category	Does not meet standard 1	Basic 2	Proficient 3	Exemplary 4
1. Communication				
Uses acceptable written, oral, and nonverbal communication with students	Frequently demonstrates inappropriate use of written and/or oral language. Nonverbal communication is not apparent <input type="checkbox"/>	Usually demonstrates appropriate use of written and oral language. Nonverbal communication is limited <input type="checkbox"/>	Frequently demonstrates appropriate use of written and oral language. Nonverbal communication occurs frequently and is appropriate. <input type="checkbox"/>	Consistently demonstrates high levels of proficiency in written and oral language. Non verbal communication is consistent and appropriate. <input type="checkbox"/>
Provides opportunities for students to cooperate, communicate, and interact with each other to enhance learning.	Does not involve the students in any type of interactive activities. <input type="checkbox"/>	Provides occasional opportunities for student-to-student communication. <input type="checkbox"/>	Students regularly participate in interactive activities planned by the Candidate. <input type="checkbox"/>	Students usually work together, not only on Candidate-planned activities, but also on self selected projects. <input type="checkbox"/>
Listens to students and demonstrates interest in what they are saying by responding appropriately	Does not respond to student comments <input type="checkbox"/>	Inconsistent in responding to what students are saying. <input type="checkbox"/>	Looks at students and acknowledges with brief verbal and nonverbal feedback what they are sharing <input type="checkbox"/>	Responds to students with appropriate verbal or nonverbal feedback by summarizing what students have shared <input type="checkbox"/>
Builds and sustains a classroom climate of acceptance, encouraging creativity, inquisitiveness and risk-taking	Has limited rapport with students, rarely encourages inquisitiveness, discourages interactions and questioning <input type="checkbox"/>	Establishes rapport with students, or develops an atmosphere of limited inquiry <input type="checkbox"/>	Establishes rapport with students and often encourages inquiry. <input type="checkbox"/>	In addition to 3, the Candidate accepts students' ideas, and fosters academic risk-taking. <input type="checkbox"/>

Performance Category	Does not meet standard 1	Basic 2	Proficient 3	Exemplary 4
Demonstrates communication skills which show sensitivity to diversity differences.	Candidate seldom recognizes diversity differences within the Classroom <input type="checkbox"/>	Candidate is aware of diversity differences within the class room, but seldom adjusts communications and actions. <input type="checkbox"/>	Candidate is often adjusts communications and actions to demonstrate sensitivity to various cultures. <input type="checkbox"/>	Candidate demonstrates sensitivity to diversity differences through communications and actions. <input type="checkbox"/>
Adapts to the various communication needs of students with multiple handicaps	Does not recognize or respond to the communication attempts of students with multiple handicaps <input type="checkbox"/>	Is aware of the communication attempts of students with multiple handicaps but does not respond appropriately <input type="checkbox"/>	Frequently responds appropriately to of the communication attempts of students with multiple handicaps <input type="checkbox"/>	Is sensitive to, and consistently responds appropriately to of the communication attempts of students with multiple handicaps <input type="checkbox"/>
2. Planning and Preparation				
Selects goals and objectives for plans that are valuable, clear, and appropriate in terms of scope and sequence.	Goals are not valuable and represent low expectations for students; goals are not clear enough to allow for assessment. <input type="checkbox"/>	Goals are moderately valuable in their expectations or conceptual understanding for students, and in their importance; goals are only moderately clear or include a combination of goals and activities <input type="checkbox"/>	Goals are valuable in their level of expectation, conceptual understanding, critical thinking, and importance; most goals are clear and permit assessment <input type="checkbox"/>	Goals chosen for plans are valuable, establish high expectations, provide for critical thinking by students, and relate to curriculum frameworks and standards; all goals are clear, written in the form and student learning, and permit viable methods of assessment. <input type="checkbox"/>
Demonstrates knowledge of content areas and their integration in planning.	Makes content errors or does not correct content errors students make. <input type="checkbox"/>	Shows basic content knowledge but cannot articulate connections with other disciplines <input type="checkbox"/>	Shows solid content knowledge and makes connections between the content and other disciplines <input type="checkbox"/>	Shows extensive and consistent knowledge of content, with evidence of continuing pursuit of knowledge <input type="checkbox"/>
Plans using knowledge about characteristics of age group, knowledge of students' varied approaches to learning; knowledge of students' interests and cultural heritage; and knowledge of students' skills and knowledge.	Shows : minimal knowledge of developmental characteristics of age group; unfamiliarity with different approaches to learning (such as learning styles or "intelligences"); little knowledge of students skills and knowledge, interests or cultural heritage. <input type="checkbox"/>	Shows: generally accurate knowledge of the developmental characteristics of age group; general understanding of the different approaches to learning; recognizes the value of understanding students' skills, knowledge interest, or cultural heritage, but uses this only in planning for the class as a whole <input type="checkbox"/>	Shows thorough understanding of typical developmental characteristics of age groups ,as well as exceptions; shows solid understanding of the different approaches to learning that different students exhibit; shows knowledge of students' skills and knowledge; shows knowledge of the interests or cultural heritages of groups of students. <input type="checkbox"/>	Shows knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which individual student follows patterns; uses, where appropriate, knowledge of varied approaches to learning in planning; displays skills and knowledge of the interests or cultural heritages of groups of students. <input type="checkbox"/>

Performance Category	Does not meet standard 1	Basic 2	Proficient 3	Exemplary 4
Plans lessons that incorporate multiculturalism and diversity in non-stereotypical ways.	There is no mention of diversity in any lesson planning. <input type="checkbox"/>	Acknowledges diversity but diversity is treated in trivial ways (e.g., focus on stereotypical differences, like "Mexicans eat tortillas." <input type="checkbox"/>	Plans reflect recognition and general acceptance of differences. There is some reflection on diverse perspectives. <input type="checkbox"/>	Reflects respect and affirmation of individual differences. Lessons ask students to use information learned in interactions with fellow students and their outside work. <input type="checkbox"/>
Plans well in advance and incorporates varied and creative materials and resources into planning, including, where appropriate, technology.	Plans incorporate very few resources beyond the Candidate's Editions and input from the classroom teacher. <input type="checkbox"/>	Plans incorporate only those materials and resources readily available in the classroom; technology is seldom used. <input type="checkbox"/>	Plans incorporate materials and resources from school and the community; technology is used periodically. <input type="checkbox"/>	Plans incorporate materials and resources from school, community, professional organizations, and other resources; technology is used creatively and appropriately to strengthen the lesson. <input type="checkbox"/>
Plans lessons to meet the needs of students who have multiple handicaps or varying levels of academic achievement (Differentiated Instruction)	No provisions in the plans for multiply handicapped or varying levels of academic achievement <input type="checkbox"/>	Plans for the varied needs of students in a superficial way. (e.g. Giving "busy work" while other students are given grade level work) <input type="checkbox"/>	Frequently makes provisions in lessons for giving appropriate lessons/materials that match the level of student achievement <input type="checkbox"/>	Shows consistent planning of lessons/materials appropriate for students of varying achievement/academic levels <input type="checkbox"/>
3. Formal Assessment				
Uses varied assessment and evaluation tools.	Uses no evaluation tools. <input type="checkbox"/>	Uses only the evaluation tools provided by cooperating teacher. <input type="checkbox"/>	Develops and uses a variety of evaluation tools. <input type="checkbox"/>	Develops and uses a variety of evaluation tools including performance assessment and observation. <input type="checkbox"/>
Uses assessment results.	Assessment results are not used by the candidate. <input type="checkbox"/>	Instructional decisions or are sometimes made based on assessment results. <input type="checkbox"/>	Assessment results are consistently used to plan instruction is not differentiated. <input type="checkbox"/>	Assessment results are consistently used to plan instruction that responds to the strengths/needs of varying learners. Results also used to make instructional decisions (grouping, content). <input type="checkbox"/>

Performance Category	Does not meet standard 1	Basic 2	Proficient 3	Exemplary 4
Uses congruent assessments and clear standards	Assessments do not match instructional goals and/or criteria is not clear. <input type="checkbox"/>	Most assessments match goals/objectives; criteria are developed but not always clear. <input type="checkbox"/>	Assessments consistently match goals and objectives; criteria for evaluation are developed <input type="checkbox"/>	Assessments consistently match goals and objectives; criteria for evaluation are clear and effective. <input type="checkbox"/>
Incorporates varied sources of assessment information.	All assessment information comes from student candidate. <input type="checkbox"/>	Assessment information comes from student and cooperating teacher. <input type="checkbox"/>	Incorporates assessment information from at least one source other than classroom and student Candidate. <input type="checkbox"/>	Incorporates assessment information from a variety of sources (e.g., parents, peers, cooperating teacher, other personnel). <input type="checkbox"/>
Maintains systematic record keeping and communicates assessment results.	Maintains no records <input type="checkbox"/>	Maintains records, but they are not systematic. Does not share assessment information with anyone else. <input type="checkbox"/>	Maintains systematic records, but does not communicate with school partners OR communicates assessment information that is not systematic <input type="checkbox"/>	Maintains systematic records of student work and performance and communicates progress to partners, and, where developmentally appropriate, students. <input type="checkbox"/>
4. Creates and Maintains a Learning Environment				
Establishes and maintains standards of classroom behavior	Has not established standards of conduct and responds inconsistently or disrespectfully to student behavior. <input type="checkbox"/>	Has established standards of conduct but they are confusing for some students. Applies them inconsistently. Builds rapport with some students <input type="checkbox"/>	Has established standards that are clear to all students. Responds appropriately most of the time. Supports students in meeting these standards. Builds rapport with students. <input type="checkbox"/>	Has involved students in the establishment of clear standards of conduct. Responds appropriately, consistently and respectfully at developmental level of students supports students in meeting these standards. Is consistent in demonstrating equitable behavior and fairness to all students. Builds rapport with students <input type="checkbox"/>
Facilitates development of student responsibility	Does not encourage student responsibility for personal and community behavior and learning. <input type="checkbox"/>	Provides limited assistance for only some students in understanding their responsibility for the classroom environment and for learning. <input type="checkbox"/>	Provides limited assistance for all students in understanding their responsibility for the classroom environment and for learning. <input type="checkbox"/>	Consistently encourages and supports student responsibility for personal and community behavior. <input type="checkbox"/>

Performance Category	Does not meet standard 1	Basic 2	Proficient 3	Exemplary 4
Uses time effectively. Uses time appropriately, spending time on activities while ending them before interest is lost	Consistently unprepared for class. Often begins late, students are often off task and not engaged in learning activities. Students and instructor are often off topic <input type="checkbox"/>	Often unprepared for class. Occasionally begins late, students are engaged in learning activities more often than not. <input type="checkbox"/>	Usually comes to class prepared. Class generally begins on time, Students spend the majority of their time on task, off task time is minimal, students are usually engaged in learning activities <input type="checkbox"/>	Consistently comes to class prepared to teach students are consistently engaged in learning activities. Keeps classroom discussion on topic <input type="checkbox"/>
Monitors students' participation and interpersonal interactions in learning activities	Unaware of or unable to encourage student participation. Unaware of students interests. Chooses activities that do not motivate students to participate. Uses inappropriate or ineffective management techniques. <input type="checkbox"/>	Often needs to intervene to control behaviors. Has limited repertoire of management techniques. <input type="checkbox"/>	Manages conflicts that arise. Occasionally uses techniques to prevent negative interpersonal interactions <input type="checkbox"/>	Aware of and uses effective techniques to monitor students. Prevents problems before they arise by intervening and engaging students. Reinforces student behavior verbally and non-verbally. Uses strategies to prevent interpersonal conflict. Chooses activities that motivate students and are tied to their interests. Groups students effectively and able to anticipate problems that may arise <input type="checkbox"/>
Establishes efficient routines for procedural tasks and delegates to students	Unprepared to handle routine procedures resulting in loss of instructional time. Spends excessive time on non-instructional tasks (e.g. record keeping). Students are often idle while teacher attends to procedural tasks. <input type="checkbox"/>	Tasks that could be delegated to students are controlled by the teacher. Students are not engaged in learning while tasks are being performed. <input type="checkbox"/>	Has systems for performing non-instructional duties resulting in limited loss of instructional time. Has established routines that enable students to begin work when they enter class, time on task maximized <input type="checkbox"/>	Handles procedures smoothly with little loss of instructional time. Has established routines that enable students to begin work when they enter class, time on task maximized. <input type="checkbox"/>
5. Teaching for Student Learning				
Uses a variety of instructional strategies	Uses no variety of teaching strategies. <input type="checkbox"/>	Uses limited teaching strategies and has little awareness of the fit between strategies and learners' styles, strengths, and needs <input type="checkbox"/>	Uses varied teaching strategies but has limited awareness of the fit between the strategies and the learners' styles, strengths, and needs. <input type="checkbox"/>	Uses a variety of teaching strategies to accommodate different learning styles, strengths, and needs <input type="checkbox"/>

Performance Category	Does not meet standard 1	Basic 2	Proficient 3	Exemplary 4
Teaches with structure and pacing, yet flexible enough to respond to students	Teaches with little clarity and/or structure and suitability toward learning goals. Pacing is inconsistent. Adheres rigidly to plans ignoring students' interests and need for adjustment <input type="checkbox"/>	Teaches content with partial clarity and suitability toward learning goals. Structure is recognizable. Pacing is inconsistent. Adheres rigidly to plans ignoring students' interests and need for adjustment. <input type="checkbox"/>	Teaches content with clarity and structure. Pacing is inconsistent. Attempts to adjust lessons for students' interests and needs. <input type="checkbox"/>	Teaches content clearly and consistently in a cohesive manner with appropriate pacing. Adjusts responsively to student interests and needs. <input type="checkbox"/>
Asks questions	Few questions are asked or questions do not stimulate students' analytical or creative thinking; questions encourage yes/no student response. <input type="checkbox"/>	Questions are somewhat varied but tend towards knowledge level thinking; questions result in minimal student response; limited feedback. <input type="checkbox"/>	Questions promote problem solving, demand analytical, creative, and/or reflective thinking but probes are infrequent or superficial; student response to questions is not equitably spread across class; feedback is limited. <input type="checkbox"/>	Questions promote problem solving, demand analytical, creative, and/or reflective thinking; probes for clarification, elaboration, and meta-cognition; questions and probes equitably distributed among students; feedback on responses is high quality. <input type="checkbox"/>
Uses a variety of media communication tools to enrich learning.	Teacher does not use media communication tools in the Instructional environment and teaching-learning process <input type="checkbox"/>	Teacher uses media communication tools in the instructional environment (e.g., visual displays) but does not incorporate them into the teaching-learning process. <input type="checkbox"/>	Teacher uses media communication tools in the environment and teaching learning process, in an approach that is primarily teacher-centered. <input type="checkbox"/>	Teacher develops lessons activities that incorporate the use of media communication tools in a student-centered format designed to empower student's use of the mediums. <input type="checkbox"/>
Facilitates opportunities for students to cooperate, communicate, and interact with each other to enhance learning.	Teacher does not involve the students in any type of interactive activities. Interaction is teacher dominated. Little student active participation. <input type="checkbox"/>	Teacher provides occasional opportunities for student-to-student communication. <input type="checkbox"/>	Students regularly participate in interactive activities planned by the teacher. Attempt to engage all students but uneven results. <input type="checkbox"/>	Facilitates high level of student interactions; students initiate topics, pose questions. Students frequently work together, not only on teacher-planned activities, but also on self-selected projects. <input type="checkbox"/>

6. Teacher Professionalism				
Performance Category	Does not meet standard 1	Basic 2	Proficient 3	Exemplary 4
Projects enthusiasm for teaching and learning	Often appears bored in the school setting. <input type="checkbox"/>	Appears eager, excited and curious from time to time, but not consistently so. Participates in professional activities to a limited extent when they are convenient. <input type="checkbox"/>	Usually appears eager and excited in interactions with students, but not so with other adults. Occasionally seeks out professional development opportunities. <input type="checkbox"/>	Appears eager, excited, and curious in interactions with students, colleagues, and other adults. Seeks out opportunities for professional development enhance content and pedagogical skills <input type="checkbox"/>
Establishes and maintains effective working relationships with colleagues and other individuals in professional situations.	Working relationships are not initiated or maintained with other adults and professionals. <input type="checkbox"/>	Interacts appropriately with other adults when they initiate contact, Seldom initiates contacts. <input type="checkbox"/>	Initiates and maintains appropriate contact with some other adults (parents, colleagues, supervisor, interpreter) in order to solve problems or gain information. <input type="checkbox"/>	Initiates contact with a wide variety of other adults (parents, colleagues, supervisor, interpreter) in order to solve problems or gain information. Effective working relationships are maintained with a broad base of other professionals. <input type="checkbox"/>
Reflects on teaching	Resists or fails to gather relevant information to identify strengths and weaknesses in own teaching. Is unable to judge if teaching effective and has no suggestions for future improvement of teaching. <input type="checkbox"/>	Periodically gathers information on teaching and makes an accurate assessment of effectiveness of teaching. Has few suggests for future improvement. <input type="checkbox"/>	Gathers information and has a generally accurate impression of effectiveness of teaching. Occasionally has difficulty in interpreting strengths and weaknesses. Offers general suggestions on how a lesson may be improved. <input type="checkbox"/>	Gathers and effectively interprets information to strengths and weaknesses own teaching. Makes an accurate assessment of effectiveness of teaching. specific suggestions for improvement. <input type="checkbox"/>
Demonstrates professional judgment, integrity, and ethical standards.	Appears unaware of professional and ethical standards. <input type="checkbox"/>	Limited demonstration of professional and ethical standards. Periodically needs to be reminded of the expectations of the role. <input type="checkbox"/>	Usually demonstrates professional and ethical standards with only an occasional reminder of the expectations of the role. <input type="checkbox"/>	Consistently demonstrates professional and ethical standards. Conveys a sense of self as a teacher rather than as a student. <input type="checkbox"/>

Comments:

Signature _____ Date _____

**PROFESSIONAL PORFOLIO APPROVAL
EDUCATION SPECIALIST: DEAF AND HARD OF HEARING
INDIVIDUAL INDUCTION PLAN (IIP)
California State University, Fresno**

Credential Candidate: _____

Standard 1 – Program Rationale and Design

Professional Resources _____

FACT A-1.1 _____

FACT A-2 _____

FACT A-3 _____

_____ Documentation Meets or Exceeds State Standards

_____ Documentation Does Not Meet State Standards

Standard 2 – Communication and Collaboration

FACT A-4 _____

FACT A-5 _____

FACT A-6 _____

FACT Conversation E-3.1 _____

_____ Documentation Meets or Exceeds State Standards

_____ Documentation Does Not Meet State Standards

Standard 3 – Support Providers and Professional Development Providers

Support Provider request _____

Support Provider VITA or resume _____

FACT B-2 _____

FACT B-3 _____

FACT B-4 _____

_____ Documentation Meets or Exceeds State Standards

_____ Documentation Does Not Meet State Standards

Standard 4 – Formative Assessment

Teaching Evaluation – DHH Self Evaluation _____

Teaching Evaluation – DHH University Supervisor _____

FACT C-2 _____

FACT C-3 _____

FACT C-4 _____

FACT C-5 _____

FACT C-6 _____

FACT C-7 _____

FACT C-8 _____

_____ Documentation Meets or Exceeds State Standards

_____ Documentation Does Not Meet State Standards

Standard 5 Pedagogy

FACT D-1 _____
FACT E-2.5 _____
FACT E-2.7 _____
FACT E 3.5 _____

_____ Documentation Meets or Exceeds State Standards
_____ Documentation Does Not Meet State Standards

Standard 6 – Universal Access: Equity for all Students

CEC Ethical Principles Summary Statement _____
FACT E-2.6 _____
FACT Conversation 3.6 _____

Teaching English Learners

FACT E-2.6a _____
FACT Conversation E-3.6A _____

Teaching Special Populations

FACT E-2.6b _____
FACT Conversation E-3.6b _____

_____ Documentation Meets or Exceeds State Standards
_____ Documentation Does Not Meet State Standards

Standard 7– Professional Development Options for Education Specialists

Non-University Activities _____

_____ Documentation Meets or Exceeds State Standards
_____ Documentation Does Not Meet State Standards

Credential Candidate

Date

University Advisor

Date

Support Provider

Date